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FORM VA-S

# Virginia

## Stanford English Language Proficiency Test

# Directions for Administering

# PRIMARY LEVEL

Harcourt Assessment

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Dear Teacher:

It is with great pride that we present the Virginia *Stanford English Language Proficiency* (SELP) *Test*. The Virginia SELP Test is the newest addition to the Stanford Suite of Products, one of the most respected achievement test series in the country.

Before we began the development of the Virginia SELP Test we researched the field of second-language assessment to identify what works, what does not work, and what was needed but was not currently available. Furthermore, Harcourt assembled a group of distinguished experts to serve as an Advisory Board during the development process. This Advisory Board consisted of experts in applied linguistics and second-language learning. The Advisory Board provided guidance for test content, item development, speaking and writing test design, and psychometric requirements for proficiency-level performance. With the help of this expert Advisory Board for English as a Second Language (ESL), Harcourt created a methodology and architecture to guide our development of ESL assessments. Therefore we believe that this edition is responsive to students' language-proficiency needs.

The Virginia SELP Test is structured to maximize flexibility. The test may be administered in its entirety, or administered by subtests on different days and times. Whatever your assessment needs, Harcourt can meet them with maximum reliability and validity.

We are eager to know what you think of the Virginia SELP Test series. Please take the time to write to us and let us know your opinions. Your input will help us to continue to improve our materials and make them more valuable for you.

Sincerely,

Harcourt Assessment, Inc.

# Introduction

The *Stanford English Language Proficiency* (SELP) *Test* is the newest addition to the Stanford Suite of Products, one of the most respected achievement test series in the country. The SELP Test is a state-of-the-art assessment that addresses the unique needs of English Language Learners (ELLs) by modeling best testing practices and critical instructional standards.

The SELP Test's goal is to measure the English language proficiency level of students learning English as a Second Language (ESL) in the United States in oral and written language—listening and speaking, reading and writing skills. It can assist school divisions in meeting new federal requirements that ELLs participate in statewide on-grade level assessment programs.

The *Stanford English Language Proficiency Test* can be used in several ways: (1) as a screening test at the beginning of the school year to help determine instructional placement, (2) as an annual assessment to measure the yearly progress of students attaining English proficiency, and (3) as an indicator of program efficacy to determine whether ELL students are receiving the necessary instruction to meet challenging state standards as expected.

## *Stanford English Language Proficiency Test*

The *Stanford English Language Proficiency Test* assesses the general ability levels of students in critical English language skills through the following subtests:

- Listening, Writing Conventions, and Reading—easy-to-administer multiple-choice tests
- Direct Writing—a free-response, writing activity
- Speaking—an individually administered set of performance tasks, scored by the examiner

Designed by Harcourt's ESL experts, and with valuable input from its Advisory Board, the *Stanford English Language Proficiency Test* incorporates attractive full-color graphics, different types of tasks and ways of scoring, appropriate vocabulary, and relevant topics which meaningfully engage and motivate ELLs to demonstrate their full potential in regard to both language proficiency and academic achievement.

After extensive research in the field of second language assessment, Harcourt has created a test uniquely tailored to English Language Learners and designed to meet the expectations of ESL professionals and school officials in the 21st century. Harcourt is proud to offer this new and most powerful ESL assessment that will deliver meaningful information to teachers, parents, and students.

The chart below shows the Primary test level and the corresponding grade for this test level, the sections of the test, and the estimated testing time for each section.

| Level/Grade | Sections | Estimated Testing Time* |
|---|---|---|
| Primary | Listening | 20 |
| Grade 2 | Writing Conventions | 20 |
| | Reading | 20 |
| | Direct Writing | 15 |
| | Speaking | 15 |

*The test is not timed, so these are suggested testing times for planning purposes only.

## What the *Stanford English Language Proficiency Test* Assesses

The content domain or conceptual framework underlying the *Stanford English Language Proficiency* (SELP) *Test* is presented below.

### ■ Listening

The goal of the Listening subtest is comprehension of authentic conversational English. It is a group-administered, multiple-choice assessment. The focus of comprehension begins at the word level and proceeds to the sentence level and beyond to longer pieces of discourse. At the Primary level, students listen to questions and short speeches and choose from various pictures to answer appropriately.

### ■ Writing Conventions

The Writing Conventions subtest is a group-administered, multiple-choice assessment. It measures students' achievement in applying the principles that form effective writing. Its focus moves from spelling and usage, capitalization and punctuation, to word and sentence level understanding of English language structure. This subtest has a variety of tasks. Students are presented with words that contrast the vowels, consonants, and consonant clusters of English orthography. Students read and choose the English phrases and/or sentences that are grammatically correct. Students look at a picture and a set of words and choose the correctly spelled word. Students read and choose the correctly punctuated or capitalized English phrase/sentence.

### ■ Reading

The Reading subtest is a group-administered, multiple-choice assessment. It is a comprehensive and balanced reading assessment that includes measures in three areas: decoding, vocabulary, and comprehension. Before students can read connected words with fluency and good comprehension, they are taught strategies that will help them decode words they do not recognize on sight, thus allowing them to continue building their reading vocabularies. In the first section of the Reading subtest, which represents the most basic reading skills, the emphasis is on sight word recognition at the Primary level.

At the basic level of ESL instruction, the focus of instruction includes comprehension of printed material as well as vocabulary acquisition while continuing with training in conventions in print, decoding, and word recognition strategies that are critical for beginning readers. Within each level of the SELP Test is a graduated difficulty of texts, including more difficult vocabulary and longer passages, until the final passage, which is comparable to an on-grade text for native English speakers.

*Reading Passages*

In the second section of the Reading subtest, short reading selections are included in the Primary Reading test. Reading passages, consisting of narrative, informational, and functional pieces, were written by published authors of children's literature and were constructed to be accessible to second-language learners. The SELP Test reading selections closely resemble the kinds of materials students read in school and in everyday life. Illustrations help students focus attention on the task at hand, recall and activate prior knowledge, and set purposes for reading.

*Reading Objectives*

The reading objectives measured are initial understanding, interpretation, and vocabulary/idioms in context. The questions in the Reading subtest are designed to mirror the developmental, process-oriented nature of good reading instruction and the kinds of materials used in exemplary programs. There are questions designed to measure students' abilities to understand directly stated details or relationships and to measure students' abilities to extend meaning and to infer relationships among the ideas suggested by the text. There are also questions in which students must predict meanings of unknown words or idioms from clues in surrounding text that is known.

## ■ Direct Writing

The Direct Writing subtest is a group-administered, open-ended writing assessment. It goes beyond sentence-level skills and includes objectives that cannot be assessed with multiple-choice questions. These objectives include word choice that is precise and appropriate, sentences that are varied in structure and length, organization of sentences into paragraphs, and overall fluency. The Writing prompts employ graphics and text to elicit authentic student writing.

## ■ Speaking

The Speaking subtest is an individually-administered, free-response assessment. In order to elicit as large a speaking sample as possible, as well as a variety of discourse samples, the Speaking subtest addresses four important areas. After the student goes through a simple warm-up, the student repeats aloud a word, phrase, or sentence. The purpose is to assess accuracy, fluency, naturalness of speech rate and rhythm, and overall intelligibility. Next, the student listens to an oral stimulus and is asked to complete the sentence. A picture stimulus helps the student generate ideas for an appropriate response while the teacher reads the beginning of a sentence. Then the student is presented with a more complex task—storytelling. The speaker's ability to link ideas using more elaborate description is assessed. Additionally, accuracy of language, lexical items, and forms are measured. Finally, there is a section on social interaction. The student hears an utterance and then makes a single-sentence oral response (rejoinder). Sociolinguistic competence of the speaker is assessed in this section.

# General Directions for Administering

The person responsible for administering the Virginia *Stanford English Language Proficiency* (SELP) *Test* does not need special training but must be able to carry out standard testing procedures. To ensure accurate and reliable results, the examiner should become thoroughly familiar with these procedures before attempting to administer the test.

## Preliminary Planning

1. Familiarize yourself with the Directions for Administering (DFA). Do not look ahead in the test booklets to tests that have not yet been administered. That information is considered secure material. Examiners should review the DFA prior to the day of testing. This is not a secure document. The DFA for Listening and Speaking is secure.
2. Read and sign the Examiner's/Proctor's Test Security Agreement (Appendices A and B). This security agreement requires that persons involved in the test administration exercise the necessary precautions to ensure the security of content and all test materials.
3. Take inventory of the materials you have received from the School Test Coordinator (STC). Refer to lists of materials required on page 11 of this manual. Be sure to fill out the School Test Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit (Appendix C) when receiving and returning test booklets throughout test administration.
4. Familiarize yourself with the Speaking Test Scoring Form located in the back of the student's test booklet. You will use this form to score the student's responses. Review the score point descriptions at the bottom of each section of the test. Read the Specific Directions for Administering the Speaking test thoroughly before administering the test to the students.
5. During an individual or group administration, it may become necessary for testing to be discontinued for an individual student with minimum English skills. The examiner must undertake the following steps.

   First, the examiner must determine that the student is unable to answer the first five items of the initial subtest attempted; if so determined, the examiner should stop testing.

   **SAY** **Thank you for trying to answer those questions. We can stop now.**

   Second, in consultation with the STC or an ESL Specialist, the examiner should choose a second subtest and administer it to the student. The second subtest may be administered on the same day or on a different day from the first subtest.

**SAY** **We are going to do something different. Please listen to the directions I tell you.**

The examiner should administer the second subtest.

Third, if the examiner determines that the student is unable to answer the first five items of the second subtest, testing should be discontinued and no other subtests should be administered. The examiner should

**SAY** **Thank you for doing your best and trying to answer those questions. We can stop now.**

**NOTE**

Section Z, *Testing Status*, is an optional field. To document for local use, you may complete Section Z, *Testing Status*, Circle 10, *Testing Discontinued*, for both subtests attempted. If used, Section Z should be completed after testing by an examiner or another adult.

6. Prepare your English Language Learner students for taking the test. Make sure that students are comfortable with the testing procedures when actual test administration begins.
7. Also, students may not be familiar with taking a speaking test and may be anxious about taking it. It is important to tell students that they should just do their best. Students should be encouraged to say as much as they can about the topic when appropriate. There are three warm-up questions for all Speaking test levels prior to actual test administration.
8. Make sure the physical conditions in the testing room are satisfactory. There should be adequate lighting for all students, and students should be seated so that there is enough space between them. If necessary, post a "Testing—Do Not Disturb" sign on the door. It is recommended that if the group is larger than an average-sized class, there may be a proctor for every additional twenty-five students.
9. Before the administration, the examiner should complete Section A on the test booklets. The remaining student information will be coded by the examiner after the administration of all subtests.
10. Fill in the remaining information required on the back cover and the inside back cover of each student's SELP test booklet. Be sure to use a soft-lead (No. 2) pencil to code the information.

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## Directions for Coding Test Booklets Before Testing

If your division ordered Pre-ID labels, follow instructions as directed by your STC. Pre-ID labels should be placed horizontally within the dotted box on the back side of the test booklet. (Appendix D)

### ■ Sections A1, B, C, and D

These sections should be completed by the examiner or another adult.

In section A1, print the student's last name, then first name, and then middle initial.

Complete the rest of the information—teacher, school, school division, gender, grade, the student's date of birth, and test date. Dates should be written as month, day, and year.

In section B, begin with the left-hand column and print the student's last name, first name, and middle initial. Write only one letter in each box. Complete the matching circle beneath each letter.

In Section C, complete the circle for the month of the student's birthday. In the next area in the boxes, write the day on which the student was born. If the day is the 1st through the 9th, write a "0" in the first box. Complete the matching circles beneath the day. In the area labeled year, complete the circle next to "19." In the next two boxes, write the last two digits of the year the student was born. Then complete the matching circles for the last two digits.

In Section D, complete the circle that corresponds to the student's gender.

### ■ Section E – Race/Ethnicity

Examiners or other adults may complete this section. Students with origins in the Pacific Islands may be coded as Pacific Islander or Native Hawaiian. The "unspecified" circle may be completed for students with a multi-ethnic background or a student who does not identify with one of the other race/ethnicity groups. (Refer to Race/Ethnicity Guidelines Table on the following page).

**Race/Ethnicity Guidelines Table**

| RACE/ETHNICITY | GUIDELINES |
|---|---|
| American Indian or Alaska Native | A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition. |
| Asian | A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. |
| Black (not of Hispanic origin) | A person having origins in any of the black racial groups of Africa. |
| Hispanic | A person of Mexican, Puerto Rican, Cuban, Central and South American, and Spanish cultures, regardless of race. |
| White (not of Hispanic origin) | A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. |
| Native Hawaiian/ Other Pacific Islander | A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. |
| Unspecified | A person having a multi-ethnic background who does not identify with one of the other groups listed above. |

See "After Testing" section on page 19 for directions on completing additional demographic information on the back cover and inside back cover of the Primary test booklet.

## Materials Required by the Examiner

1. A copy of the *Directions for Administering Primary Level*
2. A copy of the *Listening and Speaking Directions for Administering Primary Level*
3. A supply of SELP Primary level test booklets, including one for demonstration
4. A supply of SELP *Speaking Test* booklets, including one for demonstration
5. An extra supply of sharpened, soft-lead (No. 2) pencils and erasers

## Materials Required by Each Student

1. A SELP Primary test booklet
2. A SELP Speaking test booklet
3. Two sharpened, soft-lead (No. 2) pencils and an eraser

## Suggested Schedule for Administering

Harcourt suggests that three test sessions be used to administer the five subtests.

Although it is preferable to administer the subtests in the same order in which they appear in the test booklet, it is not required. The table below shows the preferred order in which the subtests may be given and estimated testing times.

**Primary Level**

| Test | Approximate Preparation Time | Approximate Testing Time | Approximate Total Time |
|---|---|---|---|
| Listening | 10 | 20 | 30 |
| Writing Conventions | 10 | 20 | 30 |
| Reading | 10 | 20 | 30 |
| Direct Writing | 10 | 15 | 25 |
| Speaking * | 10 | 15 | 25 |

* Individually administered

### IMPORTANT NOTE

**Times are included for planning purposes only.** The SELP Test is untimed and is to be administered so that all students have sufficient time to complete it. The time allotment indicated for each subtest in the *Directions for Administering* should be adequate for many students. However, if necessary, additional time must be provided for a student to complete the test. Allow any student to have as much time as he or she needs to complete the test while working productively.

## After Testing

1. Check students' test booklets to make sure that all erasures are complete and there are no stray marks.
2. Make sure the demographic pages on the back cover and inside back cover of each student's test booklet have been filled out.
3. Refer to your Examiner's Instructions to prepare materials for return to the STC.
4. Follow the directions in this manual in the section "Instructions for Preparing Documents for Scoring."

# Specific Directions for Administering

All directions and test questions that you are to read to students are printed in boldface text. Read them exactly as they are written, using a natural tone and manner. If necessary, you may supplement the directions with your own explanations, but do not give help on specific test questions.

If you make a mistake in reading a direction or question, stop and say, "No, that is wrong. Listen again." Then read the direction or question again.

Try to maintain a natural classroom atmosphere during the test administration. Encourage students to do their best and advise them not to spend too much time on any one question. Check periodically to make sure that students are recording their answers properly and are following instructions. This is especially important for subtests in which students are working on their own. See that students keep working until the end of each subtest, or as far as they can.

Machine-scorable test booklets may be processed with almost 100 percent accuracy if they are marked properly and kept in good physical condition. Remind students to handle their test booklets with care; to record their answers with heavy, dark marks; and to avoid making extra marks on the booklets.

## SPECIAL NOTE

To help students differentiate the subtests, subtest-specific icons are used at the top of the test booklet pages.

As you are helping your students find each subtest, you will explain to them what icon to look for: for example, a picture of headphones is used for the Listening subtest. The icons will also be readily apparent as you move about the room checking that students have turned to the correct subtest.

## WRITING CONVENTIONS

Be sure that all desks are cleared of books, and see that each student has two sharpened, soft lead (No. 2) pencils and an eraser,

**SAY** **Turn to page 11, where you see the picture of an open notebook and a pencil at the top of the page. This is the first page of the Writing Conventions section.**

Make sure everyone has page 11, the first page of the Writing Conventions section, showing.

**SAY** **There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Look at the picture. Read the question and three answers. Fill in the circle under the correct answer.**

**A** **Now look at Sample A. Which word goes with the picture?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *Sun,* spelled s-u-n, is the correct answer, so the circle under the word *sun* is filled in. Do you have any questions?**

Answer any questions the students may have.

**SAY** **You will start here and answer all the questions through number 7 in the same way we did Sample A. In each question you will be asked which word goes with the picture. When you have finished number 7, stop. Put your pencil down, and look up. You may begin now.**

When all students have finished question 7,

**SAY** **Stop. Now turn to page 14. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the question and three answers. Fill in the circle next to the correct answer.**

**B** **Now look at Sample B. Which sentence is correct?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *It is little* is the correct answer, so the circle next to the sentence *It is little* is filled in. Do you have any questions?**

Answer any questions the students may have.

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## Writing Conventions *(continued)*

**SAY** **You will start here and answer all of the questions through number 20 in the same way. In each question you will be asked which sentence is correct. When you have finished number 20, stop. Put your pencil down, and look up. You may begin now.**

When all students have finished question 20,

**SAY** **Stop. Put your pencils down. Close your booklet so that the front cover is on top.**

Give students a rest period of 5 minutes. Make sure all booklets are closed with the front covers facing up while students take their rest period. Testing conditions must be continued during the rest period. Students may not talk or have access to any educational materials. Then continue with the directions for administering the next subtest.

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## READING

Be sure that all desks are cleared of books, and see that each student has two sharpened, soft lead (No. 2) pencils and an eraser,

**SAY** **Turn to page 19, where you see the picture of a closed book at the top of the page. This is the Reading section.**

Check that all students have their booklets open to the first page of the Reading subtest.

**SAY** **There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the question. Look at the picture and read the answers. Fill in the circle under the correct answer.**

**A** **Now look at Sample A. Which word tells what is in the picture?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *Duck* is the correct answer, so the circle under the word *duck* is filled in. Do you have any questions?**

Answer any questions the students may have.

**SAY** **You will start here and answer all of the questions through number 5 in the same way. When you have finished number 5, stop. Put your pencil down, and look up. You may begin now.**

When all students have finished question 5,

**SAY** **Stop. Now turn to page 22. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the question. Look at the three pictures. Fill in the circle under the correct picture.**

**B** **Now look at Sample B. Which one can fly?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *Airplane* is the correct answer, so the circle under the picture of the *airplane* is filled in. Do you have any questions?**

Answer any questions the students may have.

**SAY** **You will answer all of the questions through number 10 in the same way. When you have finished number 10, stop, put your pencil down, and look up. You may begin now.**

## Reading *(continued)*

When all students have finished question 10,

**SAY** **Stop. Now look at the next page. There are some directions at the top of the page. Listen as I tell you what to do next. Directions: Read the story and each question. Fill in the circle next to the correct answer. I will read the story "The Pocket." Read to yourselves as I read out loud.**

***"What is in your pocket?" asked Mother.***
***Mark took out toys, peanuts, and pennies.***
***There was a cookie, some grass, and a ball.***
***"See?" Mark said. "Nothing much!"***

**C** **Now look at Sample C. Which of the following was in Mark's pocket?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *Some pennies* is the correct answer, so the circle next to *Some pennies* is filled in. Do you have any questions?**

Answer any questions the students may have.

**SAY**

**D** **Now let's try Sample D. What did Mark say was in his pocket?**

Pause.

**SAY** **Which answer did you choose?**

Call on a student and encourage a reply.

**SAY** **That's right. *Nothing much* is the correct answer, so you should fill in the circle next to it. Do you have any questions?**

Answer any questions the students may have.

**SAY** **Turn the page. You will start here and answer all of the questions through number 20 in the same way. When you have finished number 20, stop, put your pencil down, and look up. You may begin now.**

When all students have finished question 20,

**SAY** **Stop. Put your pencils down now and close your booklet so that the front cover is on top.**

If you wish to end the testing session here, collect the test booklets.

If you are going to continue with the next subtest, give the students a 10-minute rest. Testing conditions must be continued during the rest period. Students may not talk or have access to any educational materials. Then continue with the directions for administering the next subtest.

## DIRECT WRITING

Be sure that all desks are cleared of books, and see that each student has two sharpened, soft-lead (No. 2) pencils and an eraser.

**SAY** **I am going to give you your booklet. Do not open your booklet until I tell you what to do.**

Distribute the booklets. Check to see that each student gets the right test booklet.

**SAY** **Open your booklet to page 32, where you see a picture of a pencil and an eraser at the top of the page. This is the Writing section. Do not fold your booklet back during this activity.**

Make sure everyone has the first page of the Direct Writing section showing.

**SAY** **You will write two times about some pictures. There is a checklist at the end of your writing paper. Look at the checklist on page 33. There are three questions: Did I write about what I saw in the picture? Did I use different words to describe what I saw? Did I try to use complete sentences? Now look at Number 1. Listen as I tell you what to do next.**

**1** **Directions: Look at the picture. Write about what you see in the picture. Tell a story about this picture.**

**You may begin now.**

When all students have completed answering Writing task 1,

**SAY** **Put your pencil down. Now turn the page. Look at the top of the page.**

Make sure all students are on the page with Writing task 2 at the top of the page.

**SAY**

**2** **Find Number 2. Listen as I tell you what to do next. Directions: Look at the three pictures. Write a story about what you see in the pictures.**

**You may begin now.**

When all students have completed answering Writing task 2,

**SAY** **Stop. Put your pencils down. This is the end of this activity.**

If this is your last testing session, collect the test booklets. Remember to complete the after-testing procedures.

# After Testing

## Coding of Student Demographic Information

Refer to Appendices D and E for copies of the demographic pages as you review the coding information. You or another adult must complete Sections A2, F, G1, G2, H, I, L, R, S, Z, and AA of the test booklets' demographic pages for all students for whom these special codes are applicable **and wait until testing is complete to do so.** The accuracy and completeness of these special codes are critical for timely processing of student test booklets.

### Section A2 – Enrollment Date

*This section is optional.*

The STC will provide you with any necessary instructions for completing Section A2, Enrollment Date.

### Section F – Grade

The student's grade should be completed by the examiner or another adult.

Note: **Circle T** is not applicable to the Primary level. Do not complete.

### Section G1 – Student Number

This section is reserved for local use. The STC will provide you with any necessary instructions for completing Section G1 – Student Number.

### Section G2 – State Testing Identifier (STI)

This section is to be completed for all students. The STI is a unique, permanent 10-digit testing number assigned to each student by the state through the Education Information Management System (EIMS). If your division has ordered Pre-ID labels with the STI, the 10-digit number will be printed on the Pre-ID label.

Therefore, it is not necessary to complete this section in the test/response booklet. However, if the STI is not carried in the Pre-ID electronic file, it must be hand-entered on the answer document. To obtain the STI for your students, consult with the division's EIMS Project Manager.

NOTE: If the STI is not carried in the Pre-ID electronic file **and** Section G2 is blank in the test/response booklet, an alert will occur. Harcourt will contact the DDOT for resolution.

## Section H – Local Use #1 and Section I – Local Use #2

Section H

This section is reserved for local use. The STC will provide you with any necessary instructions for completing Section H – Local Use #1.

Section I

This section is reserved for local use. The STC will provide you with any necessary instructions for completing Section I – Local Use #2.

## Section L – N-Code

This section should be completed by the examiner or another adult.

This section should be completed for students who are classified as economically disadvantaged. A student is economically disadvantaged if he/she (1) is eligible for free or reduced-price lunch, (2) receives TANF (Temporary Aid for Needy Families), or (3) is eligible for Medicaid.

## Section M – RT-Code

*Do not complete—not applicable.*

## Section N – A-Code

*Do not complete—not applicable.*

## Section P – AYP Adjustment

*Do not complete—not applicable.*

## Section R – Student Category

This section should be completed by the examiner or another adult.

Effective July 1, 2005, categorical eligibility for free meals was extended to students who meet the federal definition of migrant or homeless. Therefore, students who are identified as either migrant or homeless under Section R, Student Category, are also identified as economically disadvantaged in Section L, N-Code.

This section should be completed for students meeting the following criteria:

1. **Migrant:** A child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work—

(A) has moved from one school district to another;

(B) in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or

(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

2. **Homeless:** A child who is homeless and attending any school served by the local education agency.

3. **Neglected or Delinquent:** A child who is in a local institution for neglected or delinquent children and youth, or attending a community day program for such children.

## Section S – Limited English Proficiency

This section should be completed by the examiner or another adult.

Do not complete this section if your school ordered Pre-ID labels with this information.

Note: Based on the student's placement level classification for the 2006–2007 school year, students at the Primary grade level (grade 2) may be identified only as proficiency level 1, 2, or 3 (not 4). LEP students in grade 2 who are classified at English language proficiency levels 1, 2, or 3 must take all four subtests (Listening, Speaking, Reading, and Writing) of the SELP Test. Students on Monitor status year 1 or 2 are required to take only the reading and writing subtests of the SELP Test.

LEP Status Codes

In section S, complete only **one** of the six LEP status codes that identify the student's level of services as of October 1st or thereafter of the current school year. The LEP student status codes are defined as follows:

1 = Receiving Services

2 = Monitor Status– 1st Year

3 = Monitor Status– 2nd Year

4 = NOT Receiving Services

5 = Leave Blank (not applicable)

6 = Leave Blank (not applicable)

LEP Level Codes

Complete the LEP level if the student has a status of 1 or 4. Based on the student's English language proficiency placement classification as of October 1st or thereafter of the current school year, complete proficiency level code 1, 2, or 3. Complete only **one** proficiency level code.

1 = English Language Proficiency Level 1

2 = English Language Proficiency Level 2

3 = English Language Proficiency Level 3

4 = Leave Blank (not applicable)

## Section T – SOA Adjustment

*Do not complete—not applicable.*

## Section U – X-Code

Complete this section ONLY as directed to do so by your STC.

## Section V – Disability Status

*This section is optional.*

This section should be completed by the examiner or another adult.

*Complete only one circle.* If more than one disability exists, complete the primary disability.

A disability category must be entered for any student who is identified as having a disability, and is provided an accommodation specified in an Individualized Education Program (IEP) or 504 Management Plan. The table below lists the Disability Status Codes to be used in completing Section V, Disability Status, in the test booklet.

Use the following Disability Status Codes to complete Section V for any student who is identified as having a disability. Use categories 1–14 and category 16 for students who are eligible for services under the *Individuals with Disabilities Education Improvement Act of 2004 (IDEIA)* and who have IEPs. Use category 15 for "otherwise qualified handicapped" students who are eligible for services under Section 504 of the *Rehabilitation Act of 1973*.

**Disability Status Codes**

| Code | Disability Status |
|---|---|
| 1 | Mental Retardation |
| 2 | Severe Disabilities |
| 3 | Multiple Disabilities |
| 4 | Orthopedic Impairment |
| 5 | Visual Impairment (including blindness) |
| 6 | Hearing Impairment/Deaf |
| 7 | Learning Disability |
| 8 | Emotional Disturbance |
| 9 | Speech/Language Impairment |
| 10 | Other Health Impairment |
| 11 | Leave Blank |
| 12 | Deaf-Blind |
| 13 | Autism |
| 14 | Traumatic Brain Injury |
| 15 | Otherwise Qualified Handicapped Under Section 504 |
| 16 | Developmental Delay (through age 8) |
| 17–20 | These circles should be left blank (positions not used). |

## Section X – Special Code

*Do not complete Section X unless authorized by the STC.*

## Section Y – Additional Test Codes

*Do not complete—not applicable.*

## Section Z – Testing Status

*This section is optional.*

This section should be completed by the examiner or another adult.

Note: Only codes 1, 4, and 10 are applicable for each subtest.

Complete **Circle 1** for absent if the student missed the regular and make-up testing sessions.

Complete **Circle 4** for medical emergency. Students who are eligible for this category are those who are absent for the entire testing window due to hospitalization or serious illness, as well as those who become ill while testing and who are then absent due to illness during the make-up period. Significant medical emergencies must be documented by a medical doctor. This documentation must be maintained locally in the division files.

Complete **Circle 10** for Testing Discontinued.

For students with minimum English skills, conduct the following steps to determine if testing should be discontinued: (1) The examiner should first administer one of the four SELP subtests (Listening, Speaking, Reading, Writing). (2) If the student is unable to answer the first five items of the first subtest attempted, the examiner should stop testing. (3) In consultation with the STC or an ESL Specialist, the examiner should choose another subtest and administer it to the student. The second subtest may be administered on the same day or on a different day from the first subtest. (4) If the student is unable to answer the first five items of the second subtest attempted, then testing should be discontinued.

Section Z, *Testing Status*, Circle 10, *Testing Discontinued*, should be completed for both subtests attempted. Circle 10 should be completed by an examiner or another adult only if instructed to do so by your DDOT/STC and after all procedures have been followed as outlined above.

## Section AA – Special Test Accommodations

*This section is optional.*

Certain students with disabilities and students identified as LEP may receive testing accommodations. Only those testing accommodations that are specified in the IEP or 504 Management Plan for students with disabilities or on the *LEP Participation Plan* may be used. **Although accommodations must be provided, it is not necessary to complete accommodations codes.** (Refer to Appendix G.)

**Read-Aloud Accommodation:**

Allowed
LEP students with a disability and who have an Individualized Education Plan (IEP) that requires a read-aloud accommodation that is not due solely to his or her limited English proficiency are allowed the read-aloud accommodation on ELP assessments.

Not Allowed
Students who are identified as LEP but who do not have a disability are *not* allowed the read-aloud accommodation on any part of the ELP assessment.

## Section BB – RP Code

*Do not complete—not applicable.*

### IMPORTANT NOTE

Make sure that you have a test booklet for every student and that all demographic information is completed as directed.

# Instructions for Preparing Documents for Scoring

The following directions will help you prepare your students' documents for scoring by Harcourt Assessment, Inc.

## Inspecting the Completed Documents

Inspect each document carefully, paying particular attention to the following points:

1. Inspect all documents for improper marks. All marks to be read by scanners must be very dark. Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly. Darken all light marks with a soft-lead (No. 2) pencil and make sure all erasures are complete, **but DO NOT ALTER THE STUDENTS' RESPONSES IN ANY WAY**.
2. Be sure that only one circle is marked in each alphabetical column in Section B, Name.
3. Check to see that Section C, Date of Birth, is complete and accurate.
4. Check to ensure that Sections A1, B, C, D, E, F, G2, L, R, and S are completed as outlined in the coding directions.

## Organizing the Documents

1. Complete SIDE 1 and SIDE 2 for the Scoring Service Identification (SSID) Sheet (Appendix F).
   - **a.** On SIDE 1, enter the information on the upper right-hand corner. Complete the Grade, School Name, and Number of Documents.
   - **b.** On SIDE 2, completely darken the circle at the top of the page. Enter and complete the Group Name. The School Code and Group Code sections should be completed only according to local instructions.
2. Follow these instructions to organize testing materials.
   - **a.** Separate used test booklets from the unused test booklets.
   - **b.** Stack the test booklets as follows:
     - The SSID Sheet should be placed on top of the stack.
     - Used scorable test booklets
     - The base of the stack should be the unused test booklets (including the Speaking test booklets).

# APPENDIX A
# Spring 2007
# Virginia Stanford English Language Proficiency Test

## TEST SECURITY GUIDELINES

Listed below are guidelines to assist those persons involved in the administration of the Virginia *Stanford English Language Proficiency* (SELP) *Test* in determining what actions may compromise test security or score validity. This list is not intended to include all possible actions that might violate the Virginia SELP Test security procedures.

1. Students must never be exposed to test items or to answers to test items before, during, or after test administration. Using test items in any form (including rewording test items) is STRICTLY PROHIBITED.
2. The tests must be administered to students strictly in accordance with the instructions outlined in the SELP Test DFA. Directions must be read to students exactly as they are written.
3. No test item that will be scored to obtain student test results shall be used as a sample practice item for learning how to mark responses. Sample items are included in the SELP Test DFAs to familiarize students with the format of the items and the procedures for marking their answers.
4. Photocopying of ALL OR ANY PART of a SELP test booklet or taking notes about items included on the test is STRICTLY PROHIBITED.
5. All persons are prohibited from providing students with the answers to test items at any time (before, during, or after test administration). This includes provision of cues, clues, hints, and/or actual answers in any written, printed, verbal and/or non-verbal form (including chalkboards, charts, and bulletin boards).
6. All persons are prohibited from changing students' answers to test items, either by providing hints or clues to wrong answers during test administration or by erasing or correcting answers recorded by the student.
7. All known violations of test security procedures shall be reported in writing, signed by the person making the report, and addressed to the Division of Assessment and Reporting, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120. The Virginia Department of Education will request an investigation of any test improprieties and implementation of an action plan as necessary. All corrective action plans must be submitted to the Division of Assessment and Reporting.

**This page may be photocopied.**

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# APPENDIX A
# Spring 2007
# Virginia Stanford English Language Proficiency Test

**Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

**§ 22.1-19.1. Action for violations of test security procedures.**

**A.** The Office of the Attorney General, on behalf of the Board of Education, may bring a cause of action in the circuit court having jurisdiction where the person resides or where the act occurred for injunctive relief, civil penalty, or both, against any person who knowingly and willfully commits any of the following acts related to secure mandatory tests required by the Board to be administered to students:

**1.** Permitting unauthorized access to secure test questions prior to testing;

**2.** Copying or reproducing all or any portion of any secure test booklet;

**3.** Divulging the contents of any portion of a secure test;

**4.** Altering test materials or examinees' responses in any way;

**5.** Creating or making available answer keys to secure tests;

**6.** Making a false certification on the test security form established by the Department of Education; or

**7.** Participating in, directing, aiding or abetting, or assisting in any of the acts prohibited in this section.

For the purpose of this subsection, "secure" means an item, question, or test that has not been made publicly available by the Department of Education.

**B.** Nothing in this section may be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, Superintendent of Public Instruction or the Department of Education or their agents or employees engaged in test development or selection, test form construction, standard setting, test scoring, reporting test scores, or any other related activities which, in the judgment of the Superintendent of Public Instruction or Board of Education, are necessary and appropriate.

**C.** Any person who violates any provisions of this section may be assessed a civil penalty not to exceed $1,000 for each violation; however, any person whose administrative or teaching license has been suspended or revoked pursuant to § 22.1-292.1 shall not be assessed a civil penalty for the same violation under this section.

All civil penalties paid to the Commonwealth pursuant to this section shall be deposited into the Literary Fund.

(2000, cc. 634, 659; 2004, cc. 939, 955.)

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# APPENDIX A
# Spring 2007
# Virginia Stanford English Language Proficiency Test

**Please read legislation passed by the Virginia General Assembly (§22.1-19.1 Actions for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license) regarding the repercussions of violating test security.**

**§ 22.1 - 292.1. Violation of test security procedures: revocation of license.**

**A.** The Board of Education may suspend or revoke the administrative or teaching license it has issued to any person who commits any of the following acts knowingly and willfully with the intent to compromise secure mandatory tests administered to students as required by this title or by the Board of Education:

**1.** Giving unauthorized access to secure test questions;

**2.** Copying or reproducing all or any portion of any secure test booklet;

**3.** Divulging the contents of any portion of a secure test;

**4.** Coaching or assisting examinees during testing or altering examinees' responses in any way;

**5.** Making available any answer keys;

**6.** Failing to follow test security procedures established by the Department of Education;

**7.** Providing a false certification on any test security form required by the Department of Education;

**8.** Retaining a copy of secure test questions; and

**9.** Participating in, directing, aiding, assisting in, or encouraging any of the acts prohibited by this section.

For the purposes of this section, "secure test" means an item, question, or test that has not been made publicly available by the Department of Education.

Nothing in this section shall be construed to prohibit educational personnel from providing input to administrators or other authorized personnel, including school board members and members of the General Assembly, except when done in a manner that violates test integrity or security regarding the accuracy, clarity, or propriety of test items or test administration procedures.

**B.** Nothing in this section shall be construed to prohibit or restrict the reasonable and necessary actions of the Board of Education, the Superintendent of Public Instruction, or the Department of Education in test development or selection, test form construction, standard setting, test scoring and reporting, or any other related activities which, in the judgment of the Superintendent of Public Instruction or the Board of Education, are necessary and appropriate.

**C.** Any suspension or revocation imposed for the acts enumerated in this section shall be rendered pursuant to Board regulations promulgated pursuant to the Administrative Process Act (§ 9-6.14:1 et seq. and § 22.1-298), governing the licensure of teachers.





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# APPENDIX B
# Spring 2007
# Virginia Stanford English Language Proficiency Test

## SCHOOL DIVISION PERSONNEL TEST SECURITY AGREEMENT (INCLUDING EXAMINERS/PROCTORS)

I acknowledge that I will have access to the Virginia *Stanford English Language Proficiency Test Series*, for the purpose of administering this test. I also acknowledge that I have read and understand the "Test Security Guidelines."

I understand that these materials are highly secure and it is my professional responsibility to protect their security as follows:

1. I will not divulge the contents of the test, generally or specifically, to anyone.
2. I will not improperly review test items or test booklets, copy or take notes about any part of the test.
3. I will not allow access to the test materials to any student or to any other person not so authorized by the School Test Coordinator.
4. I will not alter students' responses in any way.
5. I will not provide answers to test items or any other improper assistance to students.
6. I have read the legislation passed by the Virginia General Assembly (§22.1-19.1 Action for violations of test security procedures and §22.1-292.1 Violation of test security procedures: revocation of license).
7. I understand that if test security procedures and guidelines are not followed, my license may be suspended or revoked or I may be assessed a civil penalty for each violation.

Signed: _____

Print Name: _____

Position: _____

School: _____

Division: _____

Date: _____

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# APPENDIX C
# Spring 2007
# Virginia Stanford English Language Proficiency Test

## School Test Coordinator's/Examiner's Test Booklet Transmittal Form/Affidavit

**School:** _____

**Division:** _____ **Grade Cluster:** _____

**Directions:** Use this form to sign test booklets and *Directions for Administering* (DFA) "Out" and "In." List each Examiner's name and the number of booklets assigned to him or her in the first two columns. The Examiner initials the "OUT" column each day when receiving test booklets. The School Test Coordinator (STC) initials the "IN" column at the end of each day when test booklets are returned. (All "Out" and "In" columns may not be needed.) Both the Examiner and STC should count/verify the number of booklets distributed before initialing this form. After testing is completed, each Examiner must read all four security statements below and sign the "Examiner's Affidavit" column certifying that the security agreement was followed.

1. I received _____ and returned _____ Listening and Speaking DFAs.
2. I administered the *Stanford English Language Proficiency Test* according to the instructions in the *Directions for Administering*.
3. I kept all materials secure when in my possession.
4. I did not conduct any inappropriate test preparation activities with students that would invalidate their performance or give them an undue advantage over others.
5. I did not alter students' responses in any way.
6. I have read the statements above and understand that I am certifying that they are true.

| Examiner's Name (Print) | Lis/Spk DFA Qty | Bks Qty | Day 1 | | Day 2 | | Day 3 | | Examiner's Affidavit (Signature) |
|---|---|---|---|---|---|---|---|---|---|
| | | | OUT | IN | OUT | IN | OUT | IN | |
| | | | | | | | | | |
| | | | | | | | | | |
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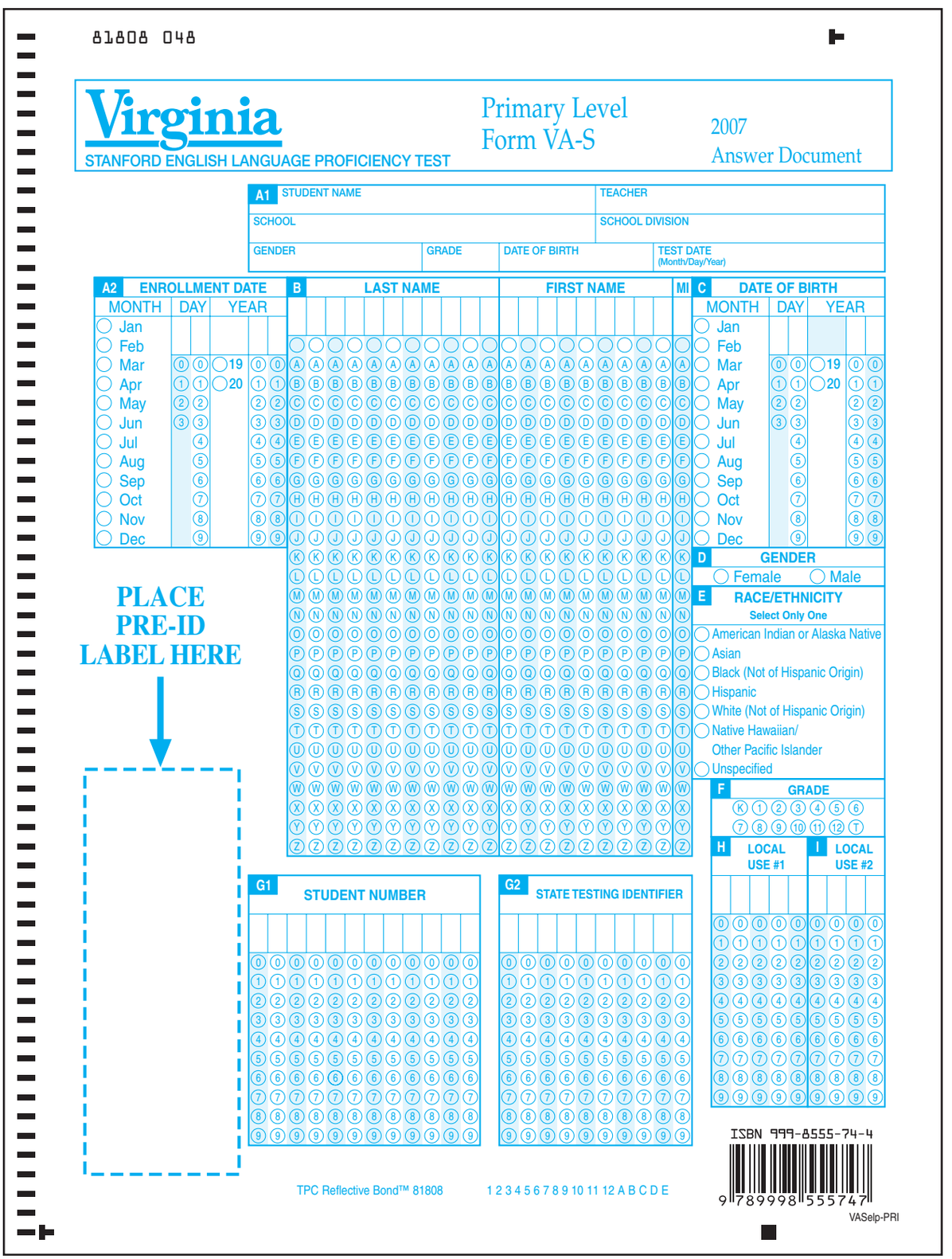
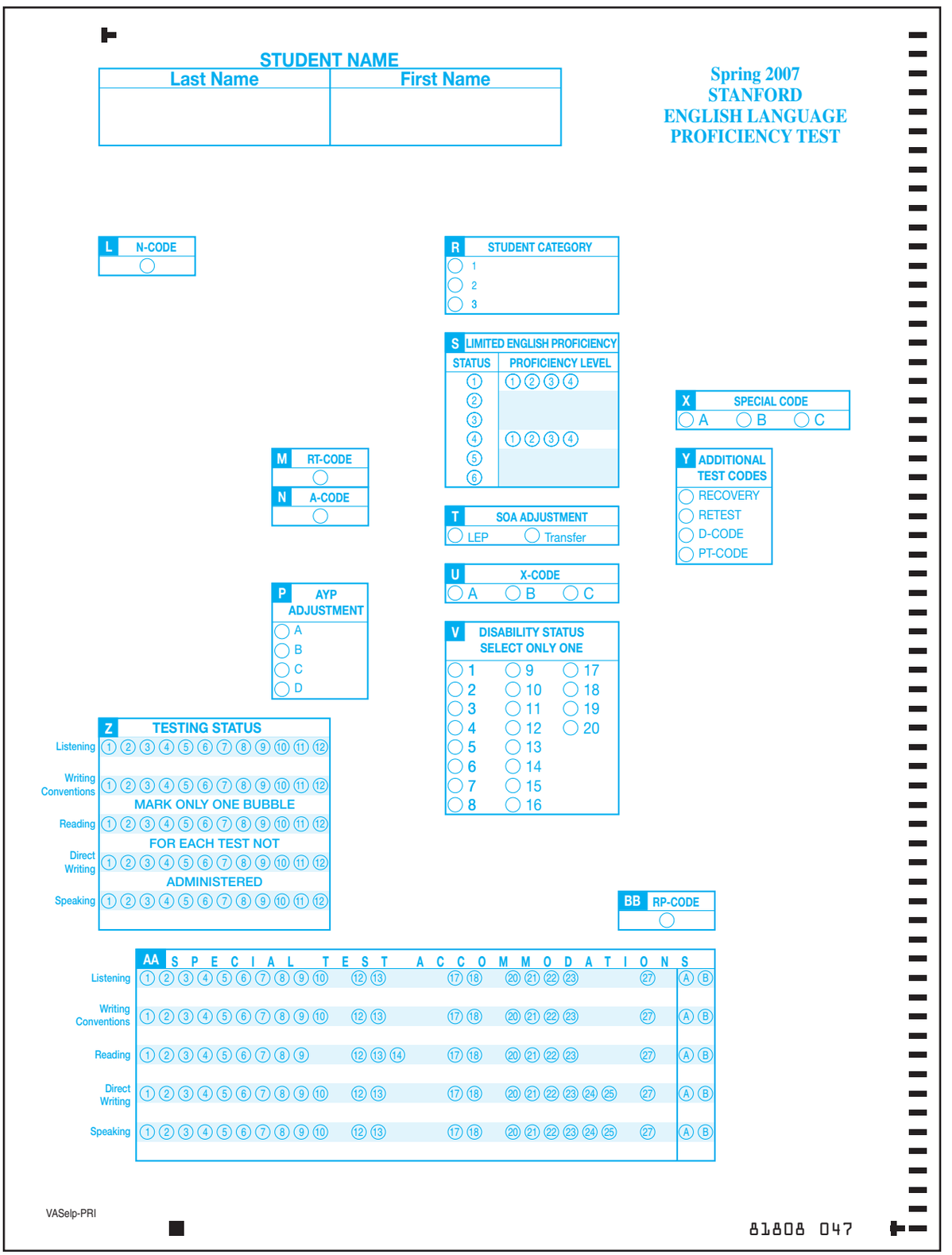
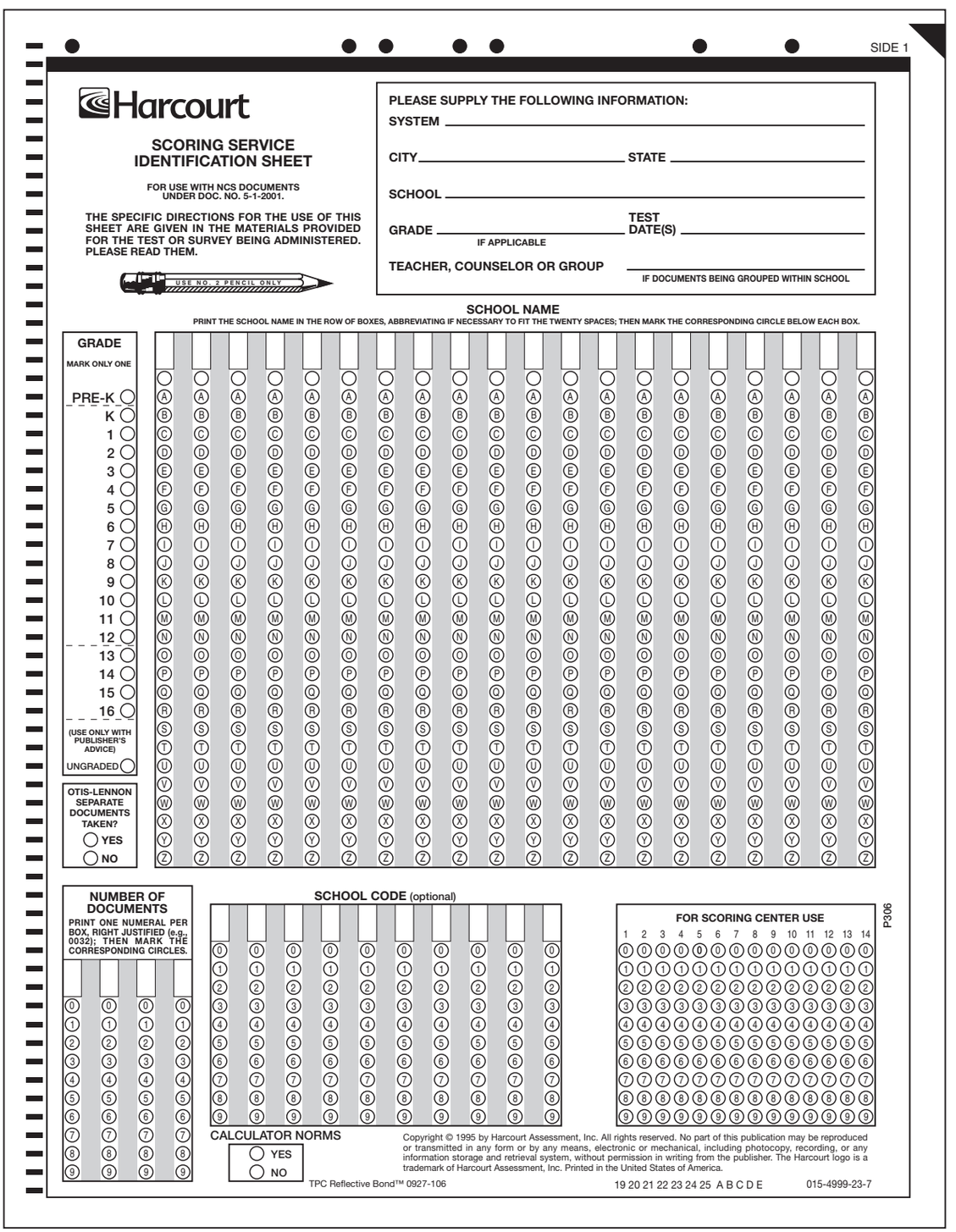
# APPENDIX D
# Spring 2007
# Virginia Stanford English Language Proficiency Test



# APPENDIX E
# Spring 2007
# Virginia Stanford English Language Proficiency Test



# APPENDIX F
# Spring 2007
# Virginia Stanford English Language Proficiency Test



SIDE 1

Harcourt

**SCORING SERVICE IDENTIFICATION SHEET**

FOR USE WITH NCS DOCUMENTS UNDER DOC. NO. 5-1-2001.

THE SPECIFIC DIRECTIONS FOR THE USE OF THIS SHEET ARE GIVEN IN THE MATERIALS PROVIDED FOR THE TEST OR SURVEY BEING ADMINISTERED. PLEASE READ THEM.

USE NO. 2 PENCIL ONLY

PLEASE SUPPLY THE FOLLOWING INFORMATION:

SYSTEM _____

CITY _____ STATE _____

SCHOOL _____

GRADE _____ (IF APPLICABLE) TEST DATE(S) _____

TEACHER, COUNSELOR OR GROUP _____ (IF DOCUMENTS BEING GROUPED WITHIN SCHOOL)

**SCHOOL NAME**

PRINT THE SCHOOL NAME IN THE ROW OF BOXES, ABBREVIATING IF NECESSARY TO FIT THE TWENTY SPACES; THEN MARK THE CORRESPONDING CIRCLE BELOW EACH BOX.

**GRADE**

MARK ONLY ONE

PRE-K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

(USE ONLY WITH PUBLISHER'S ADVICE)

UNGRADED

**OTIS-LENNON SEPARATE DOCUMENTS TAKEN?**

YES

NO

**NUMBER OF DOCUMENTS**

PRINT ONE NUMERAL PER BOX, RIGHT JUSTIFIED (e.g., 0032); THEN MARK THE CORRESPONDING CIRCLES.

**SCHOOL CODE** (optional)

**FOR SCORING CENTER USE**

1 2 3 4 5 6 7 8 9 10 11 12 13 14

P306

**CALCULATOR NORMS**

YES

NO

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TPC Reflective Bond™ 0927-106

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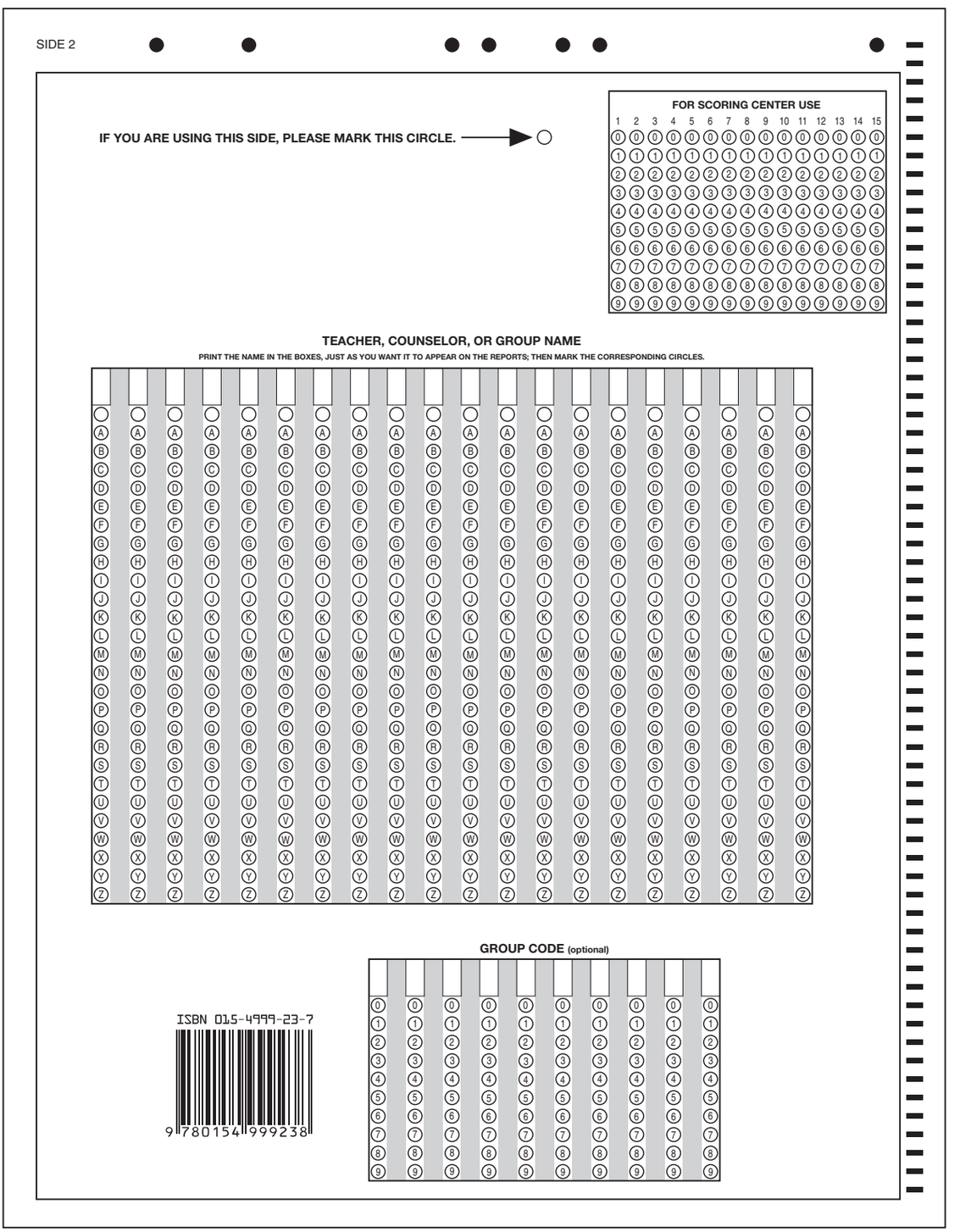
# APPENDIX F
# Spring 2007
# Virginia Stanford English Language Proficiency Test



# APPENDIX G
# Spring 2007
# Virginia Stanford English Language Proficiency Test

**SELP Subtests**

| *Reading* | | *Writing* | | *Listening* | | *Speaking* | | Answer Document Circle Number | |
|---|---|---|---|---|---|---|---|---|---|
| * LEP | ** SWD | * LEP | ** SWD | * LEP | ** SWD | * LEP | ** SWD | | |
| • | • | • | • | • | • | • | • | **1** | flexible schedule (includes breaks during test and multiple test sessions) |
| • | • | • | • | • | • | • | • | **2** | group size |
| • | • | • | • | • | • | • | • | **3** | environmental modifications (e.g., special lighting, noise buffers, use of study carrel) |
| • | • | • | • | • | • | • | • | **4** | visual aids (e.g., magnifying glass, templates to show only one item at a time) |
| L | • | L | • | L | • | L | • | **5** | amplification equipment (e.g., hearing aid or auditory trainer) |
| | | | | | | | | **6** | large-print test (not available) |
| • | • | • | • | • | • | • | • | **7** | assistance with directions (i.e., simplifying or clarifying directions) |
| L | • | L | • | L | • | L | • | **8** | increased size of answer circles (e.g., enlarged copy of answer document) |
| | | | | | | | | **9** | Braille test / Braille answer document (not available) |
| | | L | L | L | L | L | L | **10** | reading in English of test items (except for Reading) If IEP calls for reading the Reading test aloud, see #14. |
| | | | | | | | | **11** | audiotape version of test items (except for English:Reading) If IEP calls for using audiotape version of test, see #15 (not available). |
| | | L | • | L | • | L | • | **12** | interpreting (e.g., signing, transliteration) test items (except for English) If IEP calls for interpreting the Reading, see #16 |
| | | | | | | | | **13** | communication board / pictorial presentation (not available) |
| L | L | | | | | | | **14** | reading test items in English on the *Reading* |
| | | | | | | | | **15** | using audiotape version of the *Reading* (not available) |
| | | | | | | | | **16** | interpreting (e.g., signing, transliteration) test items on the *Reading* |
| | | | | | | | | **17** | bilingual dictionary |
| • | • | • | • | • | • | • | • | **18** | mark in test booklet or student responds verbally |
| | | | | | | | | **19** | math aids (e.g., abacus, manipulatives) (not applicable) |
| L | • | L | • | L | • | L | • | **20** | large diameter pencil, special pencil, pencil grip |
| L | • | L | • | L | • | L | • | **21** | respond by word processor, typewriter, Brailler |
| L | • | L | • | L | • | L | • | **22** | augmentative communication device |
| L | • | L | • | L | • | L | • | **23** | spelling aids: spelling checker, spelling dictionary |
| | | L | • | | | | | **24** | tape recorder (pre-writing only) |
| | | L | • | | | | | **25** | dictation in English to a scribe (direct writing sample only) |
| | | | | | | | | **26** | use of calculator or arithmetic tables (gr 3 math and gr 5 math computation) (not applicable) |
| | | | | | | | | **27** | other |
| | | | | | | | | **28** | calculator with additional functions to those routinely supplied to all students (for gr 8 math and science) (not applicable) |
| | | | | | | | | **A** | **Circle A is not available for any subtest. DO NOT COMPLETE.** |
| • | • | • | • | • | • | • | • | **B** | **other (must obtain prior approval from VDOE)** |

■ Black squares in either column indicate accommodations that are <u>not available for these tests.</u> DO NOT COMPLETE.

S Unless <u>also</u> identified as LEP, these accommodations are <u>not available for students with disabilities.</u> DO NOT COMPLETE.

L Unless <u>also</u> identified as SWD, these accommodations are <u>not available for LEP students.</u> DO NOT COMPLETE.

• These accommodations are available as needed.



* **LEP = Limited English Proficient** ** **SWD = Students with Disabilities**

# APPENDIX H
# Spring 2007
# Virginia Stanford English Language Proficiency Test

## TEST IRREGULARITY FORM

For local use only

**Return the completed form to: School Test Coordinator/Division Directors of Testing**

**Directions to the Examiner and/or School Test Coordinator (STC):**

Describe this irregularity in the space below. Then the STC should forward this form to the DDOT for action. The STC must report testing irregularities to the DDOT within 24 hours of occurrence. **Include the name of each student involved in an irregularity.**

**(Please Print)**
**Division Name:** _____

**DDOT's Telephone Number:** _____ **Fax Number:** _____

**School Name:** _____

**Division/School Code:** _____

| Grade Cluster (check one) | Test Form (check one) | Subtest (check one) |
|---|---|---|
| ☐ Preliteracy: Kindergarten and 1<br>☐ Primary: 2<br>☐ Elementary: 3, 4, and 5<br>☐ Middle Grades: 6, 7, and 8<br>☐ High School: 9, 10, 11, and 12 | ☐ Form VA-S<br>☐ Form ____ | ☐ Pre-Writing<br>☐ Pre-Reading<br>☐ Listening<br>☐ Writing Conventions<br>☐ Reading<br>☐ Direct Writing<br>☐ Speaking |

**Description of Irregularity:** _____

_____

_____

**Action Taken (to be completed by DDOT):** _____

_____

_____

**School Coordinator Signature:** _____ **Date:** _____

**DDOT Signature:** _____ **Date:** _____

Irregularity forwarded to the VDOE? ☐ NO ☐ YES If Yes, Date: _____

For assistance with test irregularity resolution, fax to: Virginia Department of Education, Division of Assessment and Reporting, 1-804-371-8978.

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